

School Library Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and **key terms** or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources needed:

- Each student should have access to a piece of paper and writing tools¹
- Some method of displaying images
- Whiteboard or some manner of recording student responses

Learning Goal:

- The student will understand the context of the key ideas related to the topic.
 - Types of books
 - Space of a shelf

¹ Students who need an accommodation may use their preferred tool for writing

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[**Purpose:** The facilitator’s goal is to help students understand how to organize types of books on a shelf.]

Facilitator says: “Today, in preparation for your performance task, we are going to talk about organizing types of books on shelves in a library.”

Facilitator says: “What is your favorite type of book to read?” [Allow time for student responses. Facilitator can mention specific topics such as mystery, sports, comedy, animals, and others the students might recognize.]

Facilitator says: “When you go to the library, how do you find your favorite type of book?” [Allow time for student responses. If no student response, facilitator should mention that books are grouped by type and they are kept in certain sections of the library.]

Facilitator says: “Books are organized in the library by their topic or type. Types of books are kept together on a shelf.”

Facilitator says: “What types of shelves do you see in a library?” [Allow time for student responses. If no response, discuss the different types of bookshelves, for example, a bookshelf has three shelves or two shelves, or they can be tall or wide.]

Facilitator says: “The shelves typically only hold a certain number of books. You may only find one type of book on a shelf or you may find multiple types of books on a shelf.”

Possible class discussion questions (*unscripted*):

- Would you put a large group of books on the shelf first or a small group of books?
- How would you know if a shelf was full?
- How would you know if you could add more books?

Facilitator says: “Today we discussed types of books and how they are organized on shelves in a school library. These ideas may help you when you complete your performance task.”

Facilitator says: “Does anyone have any questions?” [Allow for student questions.]

Facilitator says: “You are ready to complete the School Library Performance Task.”